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ABSTRACT

The national educational system of Qatar was established in 1956, when the discovery of oil provided a financial base for educational expansion. The government provides free education from primary school through the university and has stressed a system of incentives for students rather than declaring education compulsory on any level. Four types of education are offered: (1) general education comprises primary, preparatory, and secondary levels; (2) specialized education offers vocational, commercial, teacher training, and religious instruction; (3) university education offers a four-year course through the Faculty of Education; (4) in-service education programs offer Arabic, French, English, and public administration courses to government employees. The government has exerted great effort since 1975 to insure that Qatar's system of education will reinforce Islamic values in addition to imparting scientific and technical knowledge. Curriculum and textbooks are constantly revised and updated, and audio-visual aids are being introduced. Teachers and administrators are offered in-service courses through the Faculty of Education. The government cooperates with UNESCO in setting up sports programs for students, identifying and training talented students, and in establishing specifications for new school construction. Educational planning and research are coordinated by a committee established in 1974 by the Ministry of Education. (Author/DB)

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DEVELOPMENT OF EDUCATION IN QATAR

(1975/76 & 1976/77)

50 010 327

REPORT

to the 36th Session of the International Conference on Education, Geneva August 1977.

INTRODUCTION

In 1956 systematic education started in Qatar. Before that date, some attempts were made in this field but they were not fruitful. Since then, education has strided rapidly towards development and progress at both the qualitative and quantitative levels to be capable of coping with the rapidly advancing technology in all fields. In consideration of the hard life that Qatar had led before the discovery of oil, education has been racing against time to catch up with the age and to achieve the aspirations of the Qataris in getting a modern education that would enable the young generation to perceive the facts of life and absorb the technologies of the age they live in.

Within the period starting 1956, education has expanded horizontally to cover every town and village in the country : every inhabited area is provided with at least two schools : one for boys and one for girls.

It has also expanded vertically to cover the three stages of general education : primary, general preparatory and general secondary, as well as specialized education : technical, commercial, religious, administrative and teacher-training. In 1973/74, two faculties of education, one for boys and another for girls, were established at the university level as another stage in education vertical expansion.

The Government has adopted a number of incentives to attract children to school and encourage them to continue their education upto the highest stages. Education is entirely free : pupils used to be granted monthly allowances, food and clothing. Though this was stopped in general education, transport is still provided social security allowances are granted to the needy pupils : all facilities of school activities including excursions abroad are available : accommodation is free for all students coming from outside the capital ; expenses of university education are totally borne by the government.

In this way, the educational administration could attract all Qatari boys and girls of school age to school without the need to pass strict laws for compulsory education.

In the meantime, the educational administration succeeded in laying down its own curricula and text-books for all stages utilizing the latest educational trends and innovations as regards the material, style and lay-out. Teaching audio-visual aids are also produced locally. Basic structure of the central body of education and of all educational stages have been set-up. Objectives of education have been adopted on realistic basis and a sound strategy laid down to accomplish these objectives.

Curricula, text-books, audio-visual aids, administrative system and evaluation methods are reviewed every school-year aiming at achieving the optimum results and preparing generations to satisfy the future needs.

This brief report deals with the quantitative and qualitative development of education in the academic years 1975-76 and 1976-77 and the administrative set-up of the Ministry of Education in The State of Qatar.

I - The Administrative Set-up

a) The Educational administration

The educational administration in the State of Qatar is presided by the Minister of Education and Youth Welfare and comprises three general departments in addition to the general department of education :

- Youth Welfare Department :
- Vocational and Career Development Department :
- Qatar National Library.

The General Director of Education is the head of the educational administration assisted by the assistant Director-General. The General Department of Education is divided in four main departments namely :—

1. Technical Affairs Department.
2. Cultural Affairs Department.
3. Administrative and Financial Affairs Department.
4. Religious Affairs Department.

Each of these four main departments is divided into departments and sections according to the chart.

In 1975-76 and 1976-77 the following departments sections were established :—

The Archives Department :

1. In and out Correspondence Section.
2. Typing Section.
3. Information Section.

Public Affairs and Services Department :

1. Public Affairs Section.
2. Public Relations Section.

Teacher-Training Section :

Affiliated to the Technical Research Department.

School Building Research Section :

Affiliated to the Technical Research Department.

Islamic Relations Section :

Affiliated to the Directorate of Religious Affairs.

Scouting Section :

Affiliated to Physical Education and Scouting Department.

b) School Administration:

In Qatar, there are four types of education :—

1. **General education : (Three successive stages) :**
   - — Primary : six years.
   - — Preparatory : three years.
   - — Secondary : three years.
2. **Specialized education : (Four types) :**
   - — Trades school : three years after successful completion of the preparatory stage.
   - — School of Commerce : three years after successfull completion of the preparatory stage.
   - — Teacher-Training Institute : three years after the successful completion of the preparatory stage.

— Religious Education admits students after the primary stage for six years divided into two cycles. The last two years are divided into two sections ; literary and scientific.

3. **University Education :**

— Higher education inside Qatar is for the time being limited to the Faculties of Education. Course duration is four years. The system adopted is the credit-hour system.

4. **In-service education :**

i) **Language Teaching Institute :**

Course duration for beginners is four years. The Institute teaches English and French to the Government personnel and teaches Arabic to the non-Arabic speaking personnel.

ii) **Administration Institute :**

Course duration is two years after the successful completion of the secondary stage. Students of the Institute are government employees.

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II The Quantitative Development of Education

1975/76—1976/77

The Growth of Students

Year / Stage	1975-76			1976-77			The increase			
	Boys	Girls	Total	Boys	Girls	Total	Boys	%	Girls	%
Primary	1150	10252	21402	11841	10787	22628	691	6.1%	535	5.2
Gen. Preparatory	2737	2480	5217	2985	2866	3851	248	9.0	386	15.5
Gen. Secondary	1544	1086	2630	1814	1466	3280	270	17.4	380	34.9
Spec. Preparatory	153	—	153	145	—	145	80	5.2	—	—
Spec. Secondary	271	269	540	269	217	486	20	7.0	52	19.3
TOTAL	15855	14087	29942	17054	15336	32390	1199	7.6%	1249	8.9%
Faculty of Education	167	346	513	251	516	767	84	50.2	171	49.1
Univ. Scholarships abroad	667	166	833	711	180	891	44	6.5	14	8.4
Higher Studies	34	6	40	44	9	53	10	29.4	3	50
TOTAL	868	518	1386	1006	705	1711	138	15.8	187	36.1
GRAND TOTAL :	16723	14605	31328	17760	16341	34101	1037	6.2	1736	11.8

2 - The Growth of Schools in 1975/76 – 1976/77

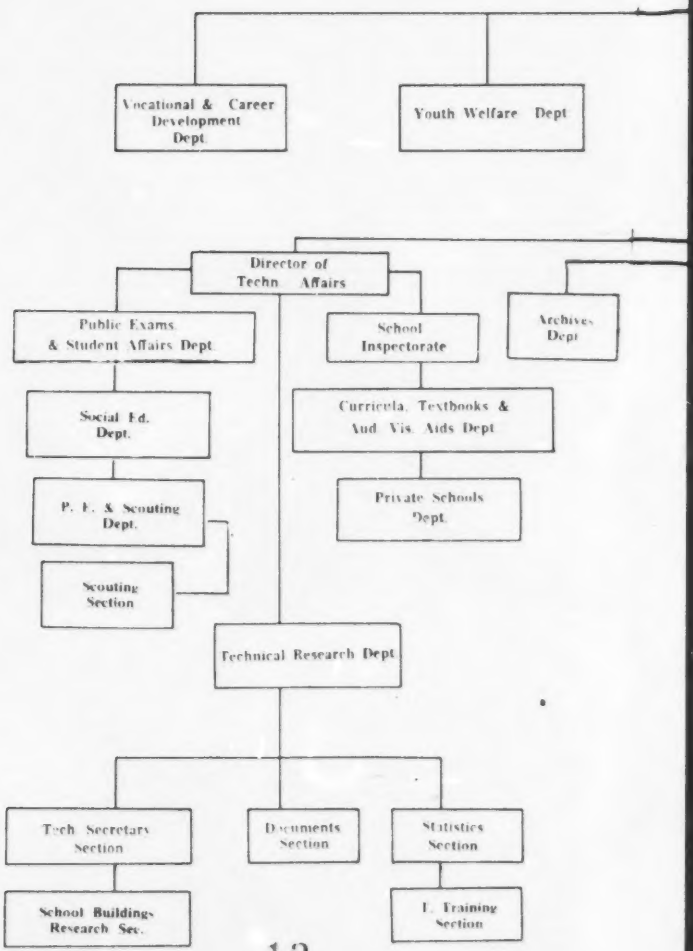
Year / Stage	1975/76			1976/77			The increase			
	Boys	Girls	Total	Boys	Girls	Total	Boys	%	Girls	%
Primary	40	43	83	40	43	83	—		—	
Preparatory	11	10	21	12	12	24	1	9.0	2	20.0
Secondary	4	5	9	5	6	11	1	25.0	1	20.0
Specialized	4	1	5	4	1	5	—			—
TOTAL	59	59	118	61	62	123	2	33	3	3.3

3. The Growth of Teachers In 1975/76—1976/77

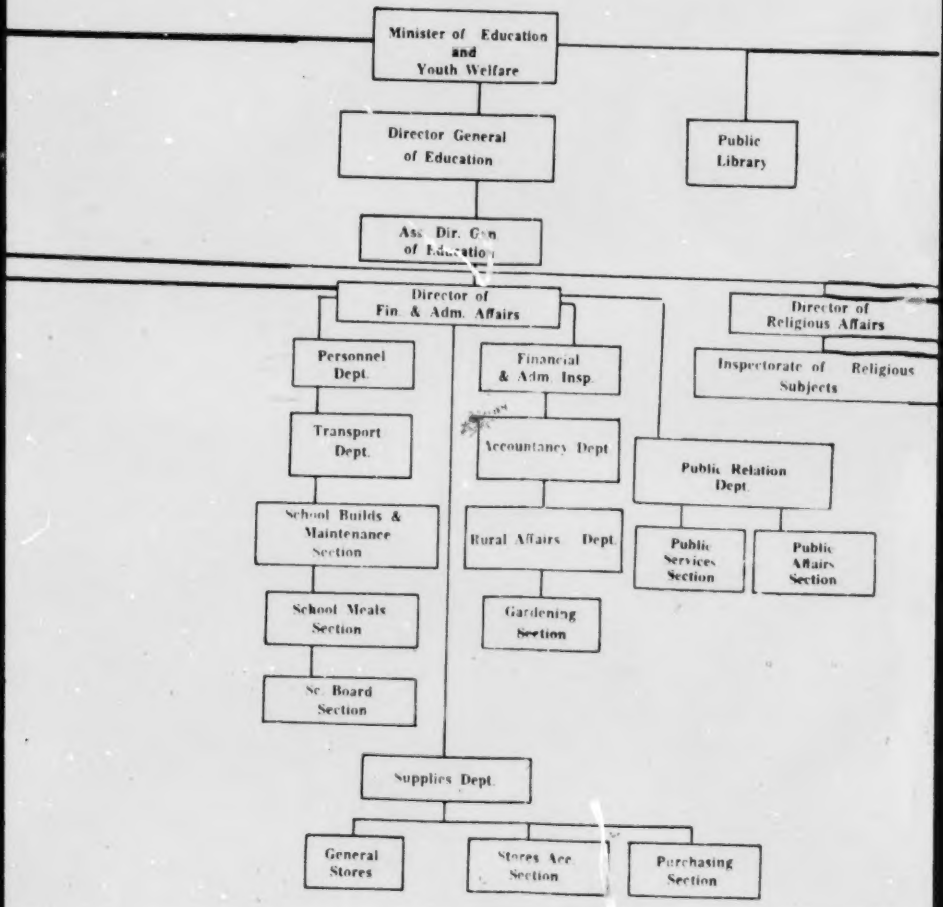
Stage / Year		1975-76			1976-77			Increase			
		Male	Female	Total	Male	Female	Total	Male	%	Female	%
Primary :	Qatari	175	266	441	175	348	523	—	—	82	30.8
	Non-Qatari	374	362	736	404	371	775	30	8.0	9	2.4
Preparatory :	Qatari	5	12	17	7	21	28	2	40.0	9	75.0
	Non-Qatari	197	191	388	221	211	432	24	12.1	20	10.4
Gen.-Secondary :	Qatari	3	—	3	5	1	6	2	66.7	1	33.3
	Non-Qatari	128	82	210	160	127	287	32	25.0	45	54.8
Spec. Stages :	Qatari	3	1	4	3	2	5	—	—	1	100
	Non-Qatari	91	36	127	91	38	129	—	—	2	5.5
Total	Qatari	186	279	465	190	372	562	4	2.1	93	33.3
	Non-Qatari	790	671	1461	876	747	1623	86	10.8	76	11.3
TOTAL :		976	950	1926	1066	1119	2185	90	9.2	169	17.7

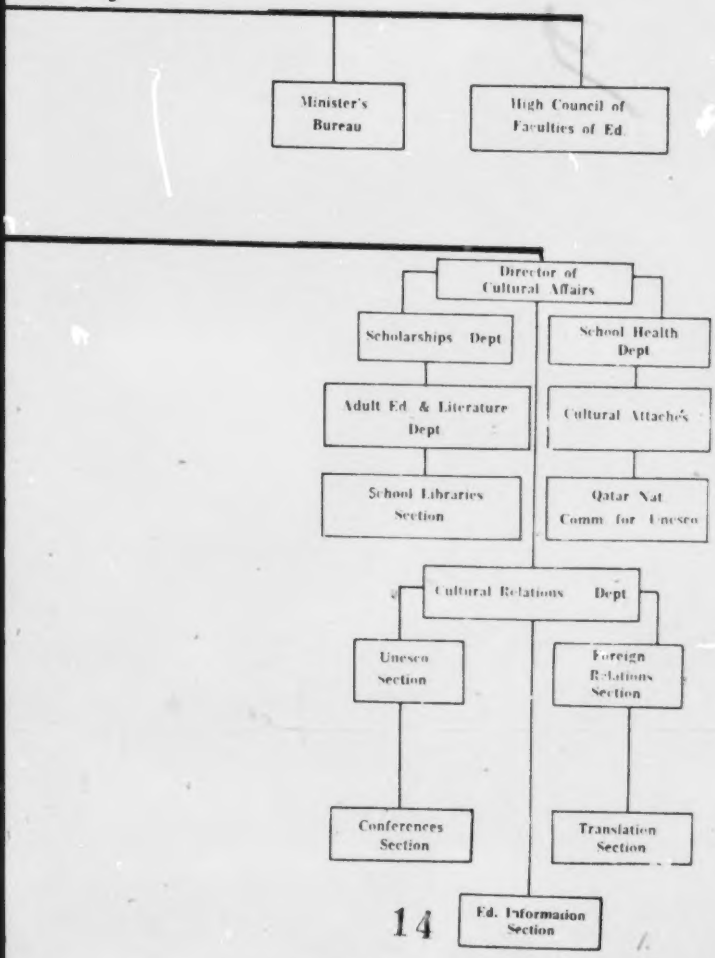
4. Development of the Budget of Education in 1975/76—1976/77

Item \ Year	1975-76	1976-77	Increase	%
Recruitment	Q.R. 84,515,287	131,671,230	47,155,943	55.00
Services	50,967,754	66,735,000	15,767,246	30.00
Construction	60,005,171	73,400,000	13,394,829	22.30
TOTAL :	195,488,212	271,806,230	76,318,018	39.00


Vocational & Career Development Dept.
Youth Welfare Dept
Director of Techn. Affairs
Public Exams & Student Affairs Dept.
School Inspectorate
Archives Dept
Social Ed. Dept.
Curricula, Textbooks & Aud. Vis. Aids Dept
P. E. & Scouting Dept.
Private Schools Dept.
Scouting Section
Technical Research Dept.
Tech. Secretary Section
Documents Section
Statistics Section
School Buildings Research Sec.
E. Training Section

ADMINISTRATIVE SET-UP




Minister's Bureau
High Council of Faculties of Ed
Director of Cultural Affairs
Scholarships Dept
School Health Dept
Adult Ed & Literature Dept
Cultural Attaches
School Libraries Section
Qatar Nat Comm for Unesco
Cultural Relations Dept
Unesco Section
Foreign Relations Section
Conferences Section
Translation Section
Ed. Information Section

III Qualitative Development

1975/76 — 1976/77

Introduction:

The Socio-economic, health and cultural development plans require good qualities of individuals that can comprehend fully the philosophy behind these plans and carry them out to achieve the cherished productivity which would support oil, the main source of wealth, and avoid the hazards of over-dependence on a primary source one natural resource as the sole national revenue.

So, the most important taste of education is not in yielding big numbers of qualified people and degree holders : it lies in yielding a special quality of graduates capable of assumng their role in life. Education should provide these cadres with scientific and technological abilities, cultural consciousness, absorption of the experimental methodologies and technologies of the age, and combine them with inculcating the moral ideals and Islamic values so as to be effective means of reconstructing their society.

Hence, the educational administration in Qatar has tended to lay much emphasis on the quality of education through improving the inputs that would inevitably result in the development of outputs. The following steps illustrate this conception :—

1 Development of Curricula:

Within the last two years, great efforts were exerted in this field as follows :

a) Modern Mathematics—has been adopted in both preparatory and secondary stages. The first batch of secondary school leavers studying new mathematics were graduated in the year 1976-77, and of preparatory school leavers in the year 1976-77. Evaluation of this experiment indicated that the degree of students acquisition of new mathematics is higher than that of traditional mathematics. An over-all evaluation is being conducted of the whole process at the time being.

b) Integrated science curricula :

An experiment on teaching integrated science in all grades of the primary stage has been carried out in the school year 1976-77. Special curricula on the subject for the preparatory stage has been set and a questionnaire circulated among teachers to give their opinion on the content prior to applying it in the first grade of the preparatory stage by the year 1977-78, then the second and third grades successively.A special committee is working at the same time on the secondary stage science curricula to be applied after the experiment proves success in the preparatory stage. However, the primary stage experiment is now being evaluated.

c) Development of English Language Curriculum :

The results of general examinations indicated that the English language is among the subjects of high rate of failure among pupils. The findings of a study conducted on this phenomenon, proved that the imported English language curricula do not suit the Qatari environment. Therefore, the Ministry decided to adopt curricula of its own. In this respect an English language consultant was

commissioned from the American University in Beirut to preside the project and a committee was formed for the development of the English language. Other specialized sub-committees were also formed to look after the details. The curricula of the primary stage and first grade preparatory have already been composed. An agreement between the Ministry and Oxford University Press (Britain) is to be concluded to help the Ministry in the production of the text-books and teaching aids. In the school year 1977-78 these new curricula will be applied on a try out basis. Intensive training courses have been conducted for the teachers of the grades in which the experiment will be applied.

d) Development of Social Studies Curricula :

A committee has been formed to study the development of the curricula of social studies as the curricula adopted presently do not provide the Qatari students with the integrated social culture that enables them to understand more thoroughly contemporary social situations. The committee with its sub-committees started functioning in 1976-77. The primary stage curriculum has aleardy been accomplished and a questionnaire on its content has been circulated among teachers. The new curriculum will be experimented in the school year 1977-78. as a step for its adoption in the following years if successful :

e) Partial development of Arabic and Religious Studies Curricula :

A partial development in the Arabic language curriculum has been achieved. Amendments in grammer teaching in all classes and new reading books for the first four grades have been accomplished. A glossary comprising the vocabulary used by children and graded according

to age groups is now under compilation. This glossary will act as a manual guide for authors of children books.

Another development took place in the curricula of religious studies aiming at emphasising the Islamic ideals and morals in every day life.

2. Development of text-books and audio-visual aids:

The development of any curriculum entails another development in the text-books. Writers and revisers of these books try their best to utilize the latest innovations in book composition and lay-out. The general procedure now in Qatar is that by the end of each school year, a partial review of text-books is carried out with an overall review each three school years.

The audio-visual teaching aids, as well, cope with the developing curricula and text-books whether through local production or import. The closed circuit television was introduced on a try out basis in 1976-77. A joint committee from the Ministry of Education and the Ministry of Information is now studying the use of Qatar broadcasting and television stations in education.

3. Development of School Building:

For the improvement of school building and providing it with the educational facilities required for school activities, basic improvements have been introduced in the schools built during the year 1976-77. A technical committee comprising members from the Ministries of Education and Public Works, the Engineering Bureau of the Amiri Palace and Unesco school buildings Expert laid down the specifications of the new school buildings. A

public international tender for designing the various types of school buildings in Qatar has been sent to different establishments in Europe and the Arab World.

In the meantime, schools are being furnished with the best types of equipment manufactured locally or imported. Modern language laboratories are introduced in some schools to help in language teaching. Buildings are also equipped with the latest ventilation and sanitation systems in addition to all other utilities required for the education process.

4. Development of School Administration

The Ministry of Education started in 1974 a plan to modernize school administration being one of the significant educational inputs. In this respect, intensive training courses for school administration staff were conducted in the school year 1974-75. In 1975-76 a survey on educational productivity was carried out and its findings were complied in a book published under the title of "Survey on Schools Productivity — a Qatari Experiment". In 1976-77 a similar training course was conducted for girl schools administrators. Other courses were also conducted for school secretaries, store-keepers and social workers.

On the other hand, the Ministry is now organizing a one-year-course (of 36 credit-hours) in school administration to be held in the Faculty of Education. It is worth mentioning in this respect that Unesco Regional Office in Beirut and the two Faculties of Education in Qatar have participated actively in organizing the courses mentioned above.

Teacher Preparation and Training:

Being fully aware of the significance of the teacher's role in the educational process, the Ministry of Education has exerted great efforts for their training and preparation as follows :—

a) Teacher Preparation :

Teacher preparation in Qatar is carried out through two channels :—

1. **Primary Teacher Training Institutes :**

   Students enrol there for three years after the successful completion of the preparatory stage. This year, a committee has been formed for the improvement and development of these institutes.

2. **Faculties of Education :**

   The duration of the course of study is four year (144 credit-hours) after the successful completion of the secondary stage. Successful students obtain a B.A. in literature and education or B.Sc. in science and education.

b) Teacher Training :

For the improvement of performance standard of teachers already engaged, the Ministry organized the following courses held in the two Faculties of Education :—

1. A 72 credit-hours course leading to a "diploma of a qualified teacher" for primary school teachers.

2. A course of 36 credit-hours leading to a general diploma in education for teachers of the preparatory and secondary stages. The first batch of general diploma holders graduated in January 1977.

3 An advanced course of 36 credit-hours has been started leading to a special diploma in education.

4. A full time course of two years duration (72 credit-hours) for female primary school teachers has been conducted in the Faculty of Education for obtaining the diploma of primary education.

Previously teacher training in Qatar was based on informing teachers of the newly developed curricula and text-books and lecturing on new methods and styles. Then the Ministry adopted a new system of continuous teacher-training. A special section for teacher training was established at the beginning of the school year 1976-77. The first task performed by this section was conducting a survey for assessing training needs. Then an over-all plan has been adopted for training teachers of the various educational stages. All expenses of the various types of training are borne by the Ministry. Teachers participating in these training courses are granted allowances. Moreover, teachers missioned for training courses abroad are provided with travel and subsistence allowances and they are paid double their salaries for the training period.

c) Teacher's Social Problems :

Securing job satisfaction for teachers yields the highest degree of productivity. Hence, the Ministry endeavours to solve all problems which may hinder their stability and security. In this year 1976-77, the most serious problem faced by teachers, namely housing, has

been solved. Due to inflation that prevailed the area, house rents increased to something between 1000% and 1500%. This raise made the housing allowance paid by the Government entirely in sufficient for a teacher to get a proper house. Therefore, the Ministry submitted the whole issue to H. H. the Emir and the Advisory Council. In response, additional funds were allocated to the budget for renting houses for the teachers on the expenses of the state.

Moreover, a comprehensive survey on the social and psychological problems of teachers is being conducted by the Ministry and the two Faculties of Education.

6. School activities and special care for the talented:

— School activities :

School activities aim at promoting the students' general knowledge and providing them with facilities that enable them to practise what they learn at school. These activities also prepare the student to be a good citizen and train him to improve his own personality, health and abilities.

Therefore, the Ministry has spared no effort in promoting and supporting these activities in the last two years.

As regards sports activities, the Ministry recruited coaches and trainers for the various games such as athletics, foot-ball, basket-ball, volley-ball, hand-ball, and table-tennis, etc. A special section for Scouting has been established within the framework of Physical Education and Scouting Department.

As regards social education, a number of social workers have been recruited. Besides, several community service projects such as ; traffic week, discipline week, scouting Jamborees, and cleanliness week have been organized. Parent Boards at schools have grown more active and a number of model co-eperative canteens were opened at schools.

In the field of public culture, school libraries, magazines, broadcasting and cinema shows have been promoted. A music supervisor has been recruited to work in the girl schools. The school theatre has quickly developed by the recruitment of a number of theatre specialists.

The Ministry has also been concerned with the various school clubs. A UNICEF expert has been called upon to advise on the matter. This year 1976-77, school summer clubs have been re-organized and provided with specialists to acquaint students with useful means of spending leisure time. These clubs have been affiliated to the Department of Social Education. A summer cultural centre for girls has been opened and provided with female specialists.

— Special Care for the Talented :

An expert from the UNICEF has been commissioned to the Ministry of Education to study the possibility of establishing a centre for the welfare of the talented students so as to help them develop and promote their talents. A preliminary study has been conducted by this expert and a report submitted to the Cabinet of Ministers. The cabinet adopted the project and assigned the Ministry to carry out the executive procedures. The first five years

of the centre's action will be devoted to the welfare of the talented students in the scientific field. The second phase of the project will cover all kinds of talents.

7. Educational Evaluation:

As evaluation helps greatly in identifying the various aspects of educational efficiency, and as Qatar used to adopt the traditional system of examinations, the Ministry decided to review the system and establish a proper educational evaluation system. In this respect, a committee has been formed comprising the membership of some professors from the Faculty of Education specialized in educational evaluation and the concerned personal of the Ministry.

The committee held a number of meetings in the school year 1976-77, studied some researches conducted by the Researches Committee, conducted some other studies and submitted its report to the Ministry. The report contained a number of proposals on education reform with special emphasis on educational evaluation. The Ministry decided to adopt most of these recommendations. As regards educational evaluation, the Ministry decided to adopt gradually programmed objective tests methods starting in the school year 1977-78.

8. Educational Research:

As concerns educational research, the Ministry has been much active in the last two years. Research Groups have been formed in addition to a Supreme Committee on the subject. Besides, an expert in educational planning has been commissioned to the Ministry. In the last two years, emphasis was given to the correlation between the different factors of educational productivity with the

aim of raising this productivity in both quality and quantity. Detailed researches on the following topics were conducted :—

a) Dropping-out :

(reasons, trends, implications and means of elimination).

b) Repetition :

(causes, volume, future implications, and its effects on dropping-out).

c) Poor acquisition :

(degree of students' acquisition, factors leading to poor acquisition, acquisition in the different subjects, acquisition average percentage by categories).

For further study of these three topics, the committee studied the following factors and their implications on productivity :—

— Students absence during the school year.

— Teachers absence for different reasons during the school year.

— Teachers qualifications and their implication on productivity.

— Teachers ages and their implication on productivity.

— Teachers marital status and its implication on productivity.

d)

Re-constituting the school distribution chart on the basis of the new social and cultural situations of the country and in a way which promotes school's external efficiency and positive influence upon the local environment.

e) Educational innovations :

The Ministry is now studying a number of modern teaching experiments new to the Arab World such as the comprehensive school, the polytechnic school and the subjects of free choice. For the time-being, subject-classrooms method is being experimented on in two schools, one for boys and another for girls.

This has been a brief account on the major educational development issues adopted by the Ministry of Education of Qatar with the aim of steering the whole educational process properly for the optimum utilization of the country's dearest wealth, namely, the human resources.

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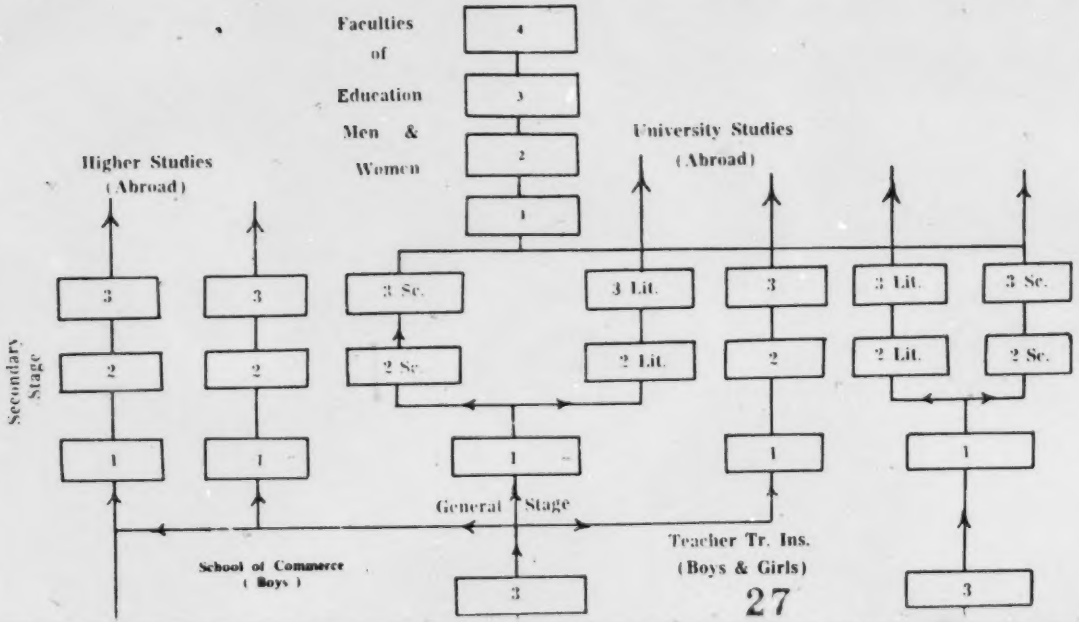
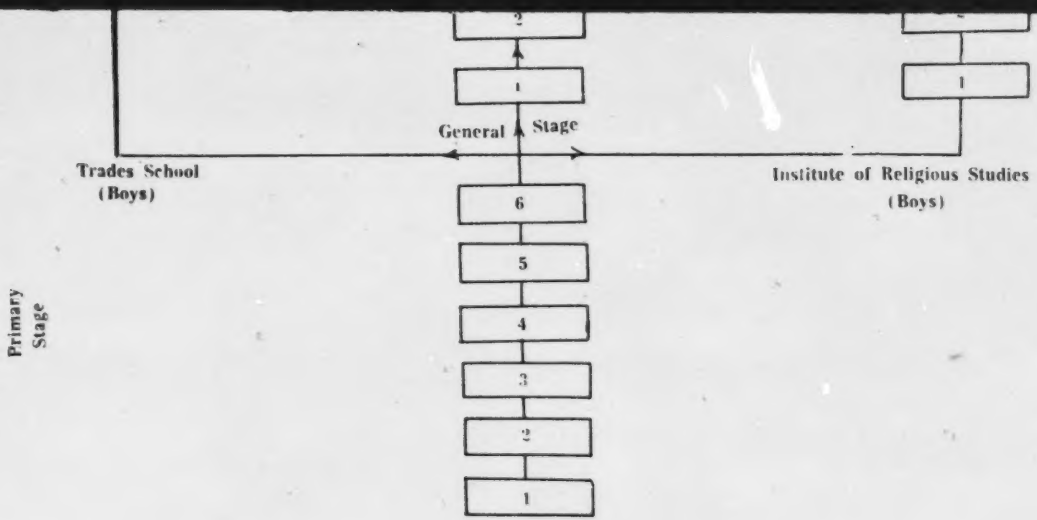
GENERAL STRUCTURE OF EDUCATION

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Primary
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